

COLLEGE COURSES

for

SUBSTANCE ABUSE PREVENTION

CSAP Center for
Substance Abuse
Prevention



APPLYING PREVENTION THAT WORKS!

**CSAP's Western Center for the
Application of Prevention Technologies**

Funded by the Substance Abuse Mental Health Services Administration,
Center for Substance Abuse Prevention

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INTRODUCTION

As a result of needs expressed by colleges and universities, the Center for Substance Abuse Prevention's (CSAP's) Western Center for the Application of Prevention Technologies (CAPT) has been working to create syllabi for a substance abuse prevention minor/program that could be adapted and put into place in two- and four-year colleges and universities across the western region of the United States. Many community colleges, four-year colleges, and universities have addiction programs in place to train substance abuse treatment professionals. However, few have programs designed to train substance abuse prevention professionals. As a result, CSAP's Western CAPT created this packet to assist those who are pursuing the development of substance abuse prevention programs or minors at their higher education institution.

The Need for Substance Abuse Prevention Programs and Minors

CSAP's Western CAPT has identified an emerging need for university-based training programs for students who want to work in the substance abuse prevention field. This situation is analogous to the evolution of training in addiction counseling that has occurred over the past ten years. Originally, addiction counseling services were provided almost exclusively by recovering individuals who used their own experiences to help others. As research established best

practices in the field and States established certification and licensure standards, university-based training programs were developed. Similarly, there is now a well-established knowledge base in substance abuse prevention but virtually no formal structure in institutions of higher education to train a potential work force.

This is causing a great problem in the field due to the fact that many substance abuse prevention professionals do not have the knowledge about what works and does not work in prevention. Consequently, ineffective, and at times even harmful, substance abuse prevention programs are being implemented across the nation. Millions of dollars are being wasted due to the lack of training for substance abuse prevention professionals. One way to arrest this terrible waste is to begin training individuals *before* they enter the field. Currently, the substance abuse prevention field is attempting to address this lack of knowledge by creating trainings and workshops for current substance abuse prevention professionals. While certainly helpful, these trainings and workshops are often attended after a professional has already been in the field, sometimes for years.

Action must be taken now to put a higher education program into place to train substance abuse prevention professionals.

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Included within the packet are syllabi for the following classes:

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The seventh class that is recommended for a substance abuse prevention program/minor is a cultural diversity course. A syllabus is not included in this packet because of the great prevalence of cultural diversity courses already in existence in higher education. CSAP's Western CAPT strongly recommends that a cultural diversity course be included as a requirement for a substance abuse prevention program or prevention minor.

SUBSTANCE ABUSE AND ADDICTION

Prerequisites: None

Class Level: 100

Credits: 3

Course Description:

This course provides an introduction to the problems associated with alcohol, tobacco, and other drug (ATOD) abuse in our society. Topics include: identification of substances, causal factors of ATOD abuse, assessment and diagnosis, effects of substance abuse with special populations, as well as approaches/techniques recognized as effective in substance abuse prevention, intervention, and treatment.

Philosophy:

The abuse of alcohol, tobacco, and other drugs generates costly and devastating results. Many current problems facing our society including poverty, homelessness, crime, child abuse, violence, and AIDS/HIV disease may directly or indirectly be related to the use of alcohol, tobacco and other drugs. Students preparing for careers in the human service field need to possess a solid foundation of addiction related information.

Objectives:

Upon completion of this course students will be able to:

- Understand the historical perspective of the use and abuse of alcohol, tobacco, and other drugs, current drug trends, and major theories of addiction and substance abuse prevention.
- Demonstrate knowledge of the major drug classifications and the effect of psychoactive substances upon the brain and body.
- Identify substance abuse treatment, prevention, and intervention strategies and services.
- Understand the unique issues regarding addiction and the needs of special populations affected by addiction.
- Describe and define the characteristics of effective relapse prevention programming and self-help support groups.
- Demonstrate knowledge in the regulations and laws that govern addiction counseling.

Texts:

Fisher, G.L.& Harrison, T.C. (2000). Substance abuse: Information for school counselors, social workers, therapists and counselors (2nd ed.). Needham Heights, MA: Allyn and Bacon.

Goldberg, R. (Ed.). (2000). Taking sides: Clashing views on controversial issues in drugs and society (4th ed.). Guilford, CT: Dushkin/Brown & Benchmark.

Course Outline:

1. Overview of the course, requirements, grading, attendance, and assignments
Chapter 1- F&H- pp. 1-12
Introduction - G- pp. xiv-xxi
 Current Drug Trends/Prevalence Data/ Epidemic Formation/Generational Forgetting
Chapter 1- F&H- pp. 1-12
Introduction - G- pp. xiv-xxi
2. History of Substance Abuse
Video, "Altered States"
3. Physiology of Psychoactive Substances
Chapter 2- F&H- pp. 13-35
 Physiology of Central Nervous System Depressants
Chapter 2- F&H- pp. 13-35
 Instructions for Abstinence Experience paper
4. Physiology of Central Nervous System Depressants, *continued*
Chapter 2- F&H- pp. 13-35
 Physiology of Central Nervous System Stimulants
Chapter 2- F&H- pp. 13-35
5. Physiology of Hallucinogens, Marijuana, and Inhalants
Chapter 2- F&H- pp. 13-35
 Models of Addiction
Chapter 3- F&H- pp. 36-51
6. Models of Addiction, continued
Chapter 3- F&H- pp. 36-51
Review for Midterm
7. Midterm
8. Stages of Change

9. Institute of Medicine's Continuum of Care
Assessment and Diagnosis for Substance Abuse
Prevention and Treatment
Chapter 5- F&H- pp. 83-107
10. Substance Abuse Prevention
Chapter 15- F&H- pp. 306-328
How Substance Abuse Prevention Sites Work: The
Realities, Issues, and Problems
11. Treatment
Chapter 7- F&H- pp. 124-154
Chapter 6- F&H- pp. 114-123- ONLY
How Substance Abuse Treatment Sites Work: The
Realities, Issues, and Problems
12. Treatment, continued
Relapse Prevention
Chapter 12 F&H- pp. 236-252
Abstinence experience papers due
13. Self Help Groups
Chapter 8 F&H- pp. 155-171
14. Harm Reduction
Chapter 8 F&H- pp. 155-171
AIDS/HIV Disease
Chapter 13 F&H- pp. 253-276
15. Children of Alcoholics/Families
Chapters 9 & 10 F&H pp 172-214
Confidentiality and Ethics in Substance Abuse
Treatment and Prevention
Chapter 16 F&H- pp. 329-342

Take Home Final Given Out

16. Final Exam

Course Requirements:

Class Attendance and Participation: All students are expected to attend and participate in every scheduled class. Attendance records are used to help the instructor when a student is within five points of a higher grade at the end of the semester. If students miss class, it is the student's responsibility to get all handouts and assignments from other classmates.

Midterm: The composition of the test is as follows: 60 multiple-choice questions and two essay questions worth 40 points. Students will be tested on all material presented in lectures, class presentations, handouts, and assigned readings through week 6. The midterm is worth 100 points.

Abstinence Experience Paper: Each student will choose an addiction, behavior, or habit that they currently possess and will terminate this habit/behavior for nine weeks. A paper must be submitted which documents this experience. The following must be included in this paper:

1. The substance or habit chosen for the experience and why (the significance)
2. Discuss the following:
 - a. Triggering
 - b. Craving
 - c. Withdrawal
 - d. Using dreams or day dreams about use
3. Plan a relapse and write about this experience.
4. Share with a friend or family member or spouse or significant other, etc. about your abstinence experience and write your/their reactions.
5. Summarize abstinence experience: things learned, feelings, reactions, applications to you as a professional in your chosen field.

The Abstinence Experience Paper should be five pages in length. The paper must be typed and double-spaced. This paper is worth 100 points. Late papers will be docked 10 points a day.

Class Presentations: Students will arrange themselves into groups. Each group will be randomly assigned one of ten issues in Goldberg's (2000) textbook. For each issue one group of students will be assigned the pro (yes) side and one group will be assigned the con (no) side of the question (issue). Each group of students will present their side of the issue during the assigned class period. Presentation must include the following:

1. Facts, data, and statistics that support the side of the issue
2. What population does this issue impact the most? Why?
3. Personal beliefs and experiences that relate to the side of the issue
4. Relevance or application of issue to the professional future
5. Debate of major points

Each group will be given 15 minutes to present with a five-minute rebuttal period after both sides have presented. The presentation is worth 100 points and students will be graded as a group.

Final: Students will be able to choose the type of final they will take. The two choices are a take home final or a multiple-choice final. The take home final will consist of five essay questions. The following topics are examples of areas of essay questions:

1. Confidentiality/Ethics
2. Relapse Prevention
3. Prevention/Education Models
4. Children of Alcoholics
5. AIDS/HIV Disease

The take home final will be given out during the last class. The take home final must be typed and five pages in length (one page per question). No late take home exams will be accepted. This take home final is worth 100 points.

For students who choose the multiple-choice final, the composition of the test will be fifty multiple-choice questions. Students will be tested on all material presented in lectures, class presentation, handouts, and assigned readings from week 7 through 15. The final is worth 100 points.

Grading:

A student can earn a possible 400 points. Grades will be based upon the following percentages/points:

100% to 90% =	A	400 to 380 points
	A-	379 to 360 points
89% to 80% =	B+	359 to 347 points
	B	346 to 334 points
	B-	333 to 320 points
79% to 70% =	C+	319 to 307 points
	C	306 to 294 points
	C-	293 to 280 points
69% to 60% =	D+	279 to 267 points
	D	266 to 254 points
	D-	253 to 240 points

Substance Abuse Prevention and Development

Prerequisites: None

Class Level: 100 or 200

Credits: 3

Course Description:

This course provides an overview of the relationship between developmental theories and effective substance abuse prevention program strategies. Through lectures, classroom exercises, and group presentations, students will learn what makes a program successful as well as how to create substance abuse prevention strategies that are developmentally appropriate.

Philosophy:

Alcohol, tobacco, and other drug use play a major role in the United States culture. Addictions to drugs (including alcohol and tobacco) impact not only the addicted individual, but also his/her family, peers, school, community, and environment as well. Substance abuse prevention strategies do not affect substance-related problems directly. Rather, they address the factors that place people at greater risk for substance abuse, and the protective factors that buffer the effects of the risk factors. Since addiction impacts the healthy development of individuals, families, and communities, potential helping professionals must understand typical development and the specific tasks of each particular age/stage. Developmental knowledge, along with an awareness of useful and practical resources available to substance abuse prevention, better prepare prevention and treatment professionals to be effective in their work.

Objectives:

Upon completion of this course, students will be able to:

- Demonstrate knowledge of the core theories of individual development (i.e., psychological, cognitive, social, moral, environmental, and spiritual) and family growth.
- Understand how addiction impacts the body, mind and spirit.
- Understand the risk factors, protective processes and resiliency factors found in individuals and families impacted by substance abuse.
- Demonstrate knowledge of the various substance abuse prevention strategies available along the lifecycle.
- Clarify unique developmental tasks or educational needs critical for prevention of substance abuse with diverse

populations (i.e., children of addicts/alcoholics, individuals with Fetal Alcohol Syndrome, specific racial or cultural groups, individuals with disabilities, etc.).

- Understand how caregivers and service providers are impacted by their own developmental issues.
- Have awareness of various local and national substance abuse prevention programs.
- Create a comprehensive, developmentally appropriate substance abuse prevention program.

Text:

Wallen, J. (1993). Addiction in human development: Developmental perspectives on addiction and recovery. New York: Haworth Press.

Course Schedule:

1. Introductions, overview, syllabus review and student information
 - Why substance abuse prevention?
 - Personal power and our impact on others
 - Substance abuse prevention on the Internet
 2. Substance abuse prevention concepts
 - Public health models and policy issues
 - Substance abuse prevention strategies
 3. Grouping and planning for service learning projects
 - “True Colors” exercise
 - Youth panel
 4. Resiliency factors in substance abuse prevention
 5. Risk and protective factors for substance abuse
 6. Diversity and disability issues
 - Fetal Alcohol Syndrome
 7. Children of alcoholics/addicts
 - Preventing intergenerational addiction/genograms
 - Wallen Ch. 5**
 - Suggestions to consider when developing your spiritual genogram
 8. Stages of change/study guide
 - Wallen 46-49**
- ## Midterm Exam
9. Introduction to Developmental Perspectives
 - Spiritual Development
 - Wallen 1-7, 36-43**
 - Spiritual Genogram Due

10. Psychological development theories (Freud, Maslow, and Erickson)
Wallen 143-148
11. Cognitive and social learning development theories (Piaget and Bandura)
Family development (Carter and McGoldrick)
Wallen 81-83
12. Service learning explored
Moral development (Kohlberg, Gilligan, Carrol & Rest)
Wallen 157-163

Service learning opinion paper due

13. Ethics in substance abuse prevention
Developmental issues for the professional
Wallen Ch. 6
14. Field Work Presentations
15. Field Work Presentations
16. Final Exam

Course Requirements/Criteria For Evaluation:

Class Attendance and Participation: All students are expected to *attend and participate* in all class meetings. Quality of participation will be considered for students who are between grades.

Service Learning: Each student will spend 5-8 hours *observing* a local substance abuse prevention program. A journal will be kept and handed in recording the time, place, chronological age(s) and developmental stage(s) of those observed. The journal will also include a description of the prevention program observed each time and an attendance sheet completed by the individual running the prevention program. Following the observations, the student will write an opinion paper regarding the impact of the prevention program on those participating, and the value of what occurred.

- Attendance/Observation (attendance sheet) **(15 pts)**
 - Journal (handwritten or typed) **(35 pts)**
 - Two to three page opinion paper **(50 pts)**
- Total: 100 pts**

A Spiritual Genogram: Describe who you are and where you are at *spiritually* in two to three pages – one the genogram and the remainder a description of the genogram. Students will be provided an example of a spiritual genogram in class. **(50 pts)**

Project Presentation: All students will participate in a small group project, the end result of which is the creation of a comprehensive substance abuse prevention strategy/program that addresses a specific domain(s) and developmental stage. Each small group will present their prevention strategy/program in class and submit the completed project. (100 points broken down as follows: 10 points for creativity of presentation; 10 points for presentation style; 80 points for prevention strategy/program, including an evaluation of the strategy/program and how the information is conveyed). **(100 pts)**

Developmental stages used for the project: early childhood (preschool); primary elementary (grades K-3); intermediate elementary (grades 4-6); middle school (grades 7-8); high school (grades 9-12); college students/young adults; young adult couple with young children; mid-life (45-54 years); elderly (65+).

Midterm: The midterm exam will be made up of multiple choice, true/false, and short essay questions related to prevention issues and addiction related applications that came out of the readings and class lectures. **(75 pts)**

Final Exam: The final exam will consist of multiple choice, true/false and short answer questions related to the developmental theories and information presented during the second half of the semester, including the Wallen book, handouts, class lectures and videos. **(75 pts)**

Grading:

A student can earn a possible 400 points. Grades will be based upon the following percentages/points:

100% to 90% =	A	400 to 380 points
	A-	379 to 360 points
89% to 80% =	B+	359 to 347 points
	B	346 to 334 points
	B-	333 to 320 points
79% to 70% =	C+	319 to 307 points
	C	306 to 294 points
	C-	293 to 280 points
69% to 60% =	D+	279 to 267 points
	D	266 to 254 points
	D-	253 to 240 points

Those who achieve a perfect attendance will earn a bonus of 15 points.

Substance Abuse Prevention Theory and Praxis

Prerequisites: Substance Abuse and Addiction, Substance Abuse Prevention and Development

Class Level: 300

Credits: 3

Course Description:

Analysis of the research, theory, and practical application of substance abuse prevention.

Philosophy:

In order to competently provide prevention services to youth, families, and community members, substance abuse prevention professionals must have the knowledge and skills to direct services and guide programming. The intent of this course is to provide students with the theoretical framework of implementing science-based substance abuse prevention strategies and the practical application of substance abuse prevention program supervision, coordination, and administration. Topics to be discussed include: the risk and protective factor model; the developmental assets model; the resiliency model; communications theories; and developmental theories.

Objectives:

Upon completion of this course, students will be able to:

- Understand the various theories used in substance abuse prevention.
- Identify the research basis of the various theories used in substance abuse prevention.
- Demonstrate an understanding of the research used to support the substance abuse prevention theories.
- Demonstrate knowledge of the wide range of substance abuse prevention services.
- Illustrate the ability to correctly match substance abuse prevention services to clients' needs.
- Demonstrate knowledge of cultural competency and developmental theories.
- Demonstrate an ability to enhance an existing substance abuse prevention program using sound theory and research.
- Demonstrate an ability to create a substance abuse prevention program based on sound theory and research.
- Demonstrate knowledge of how communication theories can be used effectively with substance abuse prevention programs.
- Demonstrate an ability to facilitate both adult groups and groups of children.

Texts:

Coombs, R. H., & Ziedonis, D. (1995). Handbook on drug abuse prevention: A comprehensive strategy to prevent the abuse of alcohol and other drugs. Boston: Allyn and Bacon.

Hawkins, J.D., Catalano, R.E., & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112, 64-105.

Hogan, J., Gabrielsen, K., Luna, N., & Grothaus, D. (In press). Substance abuse prevention. Needham Heights, MA: Allyn & Bacon.

Gonzalez, V.M., Gonzalez, J.T., Freeman, V., & Howard-Pitney, B. (1991). Health promotion in diverse cultural communities: Practical guidelines for working in and with diverse cultural communities. Palo Alto, CA: Health Promotion Resource Center, Stanford Center for Research in Disease Prevention.

Course Outline:

1. Overview of course, requirements, grading, attendance, and assignments
 - History of substance abuse prevention theories and practices
 - Overview of purpose and functions of theories
 - Federal, state, and local policies, efforts, and initiatives in substance abuse prevention
2. Theories, models and approaches
 - Overview of how we gain knowledge
 - Theoretical evolution process
 - Multi-paradigm science
 - Key concepts/definitions
3. Substance Abuse Prevention Theories:
 - Overview of the risk and protective factor model of substance abuse prevention
 - Explanation of research conducted to support/defeat the theory
 - Common risk factors for other social problems
 - The Social Development Strategy
 - Practical application of the model
4. Substance Abuse Prevention Theories:
 - Overview of the Developmental Assets theory
 - Explanation of research conducted to support/defeat the theory
 - Practical application of the model

5. Substance Abuse Prevention Theories:
 - Overview of the Resiliency theory
 - Explanation of research conducted to support/defeat theory
 - Resiliency and other risk behaviors
 - Practical application of the model
6. Health Promotion Theories:
 - Social Learning Theory
 - Stages of Change Model
 - The Health Belief Model
 - Diffusion Theory
 - Theory of Reasoned Action
7. Midterm
8. Communication Theories:
 - Health promotion in diverse communities
 - Race/ethnicity
 - Gender issue
 - Geography
 - Matching language to the population served
 - Practical application exercise
9. Communication Theories:
 - Group facilitation skills
 - Managing groups of children/youth
 - Practical application exercise
10. Communication Theories:
 - Using the media to advocate for substance abuse prevention
 - Social marketing
 - Funding for substance abuse prevention
 - Practical application exercise
11. Developmental Theories:
 - Applying developmental theories in substance abuse prevention programs
 - Practical application exercise
12. Environmental substance abuse prevention strategies:
 - Price interventions for alcohol and tobacco
 - Limits on availability for alcohol and tobacco
 - Retail stings for alcohol and tobacco
 - Minimum purchase age interventions for alcohol and tobacco
 - Density of retail outlets for alcohol and tobacco
 - Practical application exercise
13. Class Presentations on Research Paper
14. Class Presentations on Research Paper

15. Course Summary/Final Exam Review

16. Final Exam Due

Course Requirements:

Class Attendance and Participation: All students are expected to attend and participate in every scheduled class.

Midterm: This exam is composed of short essay questions, multiple choice questions, and true/false questions covering the materials discussed in lectures 1-6. The midterm is worth 100 points.

Prevention Research Paper: A ten to twelve page double-spaced research paper is required. Students must select a substance abuse prevention, communication, and development theory and find a substance abuse prevention program that is providing services based on those theories. The paper must address why theory is important for program planning and why it is important to frame a substance abuse prevention program. This paper and presentation are worth 200 points.

Final Exam: This is a take home exam, which is composed of 5 essay questions covering the material presented in lectures 8-12. The final exam is worth 100 points.

Grading:

Students can earn up to 400 points. Grades will be based upon the following percentage/points:

100% to 90% =	A	400 to 380 points
	A-	379 to 360 points
89% to 80% =	B+	359 to 347 points
	B	346 to 334 points
	B-	333 to 320 points
79% to 70% =	C+	319 to 307 points
	C	306 to 294 points
	C-	293 to 280 points
69% to 60% =	D+	279 to 267 points
	D	266 to 254 points
	D-	253 to 240 points

Substance Abuse Prevention

Program Planning and Evaluation

Prerequisites: Substance Abuse and Addiction, Substance Abuse Prevention and Development, and Substance Abuse Prevention Theory and Praxis

Class Level: 400

Credits: 3

Course Description:

Examination of the pre-planning and implementation stages of incorporating research-based principles with community support. Analysis of the role and practical application of evaluation in substance abuse prevention programming.

Philosophy:

Implementing effective substance abuse prevention programs/strategies requires community support, correct epidemiological and prevalence data, information about community resources, knowledge about the target population, research-based strategies, and evaluation. The intent of this course is to provide students with a research-based method of completing these steps when planning substance abuse prevention programs. Topics to be discussed include: assessing community readiness, conducting a needs assessment, translating data into priorities, conducting a resource assessment, selecting a target population, implementing best practices, and conducting an evaluation. Special attention will be given to using the logic model.

Objectives:

Upon completion of this course, students will be able to:

- Identify the stages of community readiness
- Demonstrate an understanding of how to improve community readiness
- Understand the methodology for conducting an accurate needs assessment
- Demonstrate an ability to translate data into priorities
- Understand the methodology for conducting an accurate resource assessment
- Demonstrate an ability to select the appropriate target population
- Demonstrate knowledge of research-based substance abuse prevention programs/strategies
- Demonstrate familiarity with the literature on application of community approaches to health promotion
- Understand the basic processes of community organizing
- Identify the components of the logic model
- Demonstrate knowledge of conducting program evaluations

Text:

Fetterman, David M., Kaftarian, Shakeh J., & Wandersman, Abraham. (1995) Empowerment evaluation knowledge and tools for self-assessment & accountability. SAGE Publications

Hogan, J., Gabrielsen, K., Luna, N., & Grothaus, D. (In press). Substance abuse prevention. Needham Heights, MA: Allyn & Bacon.

Course Outline:

1. Lecture
 - Overview of course, requirements, grading, attendance, and assignments
 - Overview of the risk and protective model of prevention program planning
 - Federal, state, and local policies, efforts, and initiatives in substance abuse prevention
 - Review Western CAPT website and other websites for sources of information
2. Lecture/class project
 - How to read research
 - How to conduct a literature review
 - How to critically analyze research articles
 - Group Activity - Students will be given a research article and will analyze it in class
3. Lecture/class project
 - What is community readiness?
 - Why it is important to assess community readiness
 - Overview of assessing community readiness
 - Review of nine stages of community readiness
 - Discuss strategies to improve community readiness
 - Review Western CAPT website for resources on community readiness
 - Group Activity - Students will assess community readiness and ways to improve readiness in case study communities.
4. Lecture
 - What is a needs assessment?
 - Why it is important to conduct a needs assessment
 - Archival and survey data
 - Collecting data
 - Analyzing data
 - Translating data into priorities
 - Questions to ask to determine priorities

5. Lecture
 - What is a resource assessment?
 - Why it is important to conduct a resource assessment
 - Collecting information
 - Analyzing the resources
 - Determining where the gaps are
 - Targeting your efforts
 - Institute of Medicine prevention classification scheme
 - Questions to ask to determine target population
 - Definition of “best practice”
 - Implementing best practices
 - Unproven programs/strategies
6. **Midterm**
7. Lecture
 - Community approaches to health promotion
 - Community organizing: theory and methods
 - Community analysis: methods and process
8. Lecture
 - Community Mobilization
 - Diffusion Theory
 - Social Marketing
 - Stages of Change Model
9. Lecture
 - What is evaluation and why do it?
 - Using the logic model for evaluation planning
 - Who should develop the logic model?
 - Benefits of a logic model
10. Lecture
 - How to build your program logic model
 - What you need to know to build your logic model
 - Reviewing your logic model
11. Lecture
 - How to plan your evaluation
 - General considerations
 - Developing the plan
 - Focusing the evaluation
12. Lecture
 - Evaluating your program using the logic model
 - Evaluation methods
 - Evaluating issue focus
 - Program activities and outputs
 - Program assumptions
 - Evaluating outcomes

13. Lecture
 - Analyzing, using, and interpreting evaluation information
 - Evaluation tools and measures
 - Implementing the evaluation
14. Grant Application Paper Due/Class Presentations
15. Class Presentations
16. **Final Exam**

Course Requirements:

Class attendance and participation: All students are expected to attend and participate in every scheduled class.

Midterm: This exam is composed of short essay questions, multiple choice questions, and true/false questions covering the material in lectures 1-5. The midterm is worth 100 points.

Grant Application Paper and Presentation: Students will work in groups to create a grant application for a substance abuse prevention program or strategy. The grant application will include information from steps 1-7 of substance abuse prevention program planning. The groups will need to identify their community, assess community readiness, conduct a needs assessment, prioritize the risk factors, conduct a resource assessment, select a target population, determine what best practice they would implement, and how they would evaluate the impact of the program. Students will present their grant application to the class. This project is worth 200 points.

Final: This exam is composed of short essay questions, multiple choice, and true/false questions covering the material in lectures 7-13. The final exam is worth 100 points.

Grading:

Students can earn up to 400 points. Grades will be based upon the following percentages/points:

100% to 90% =	A	400 to 380 points
	A-	379 to 360 points
89% to 80% =	B+	359 to 347 points
	B	346 to 334 points
	B-	333 to 320 points
79% to 70% =	C+	319 to 307 points
	C	306 to 294 points
	C-	293 to 280 points
69% to 60% =	D+	279 to 267 points
	D	266 to 254 points
	D-	253 to 240 points

Applied Substance Abuse Prevention Practice

Prerequisites: Substance Abuse and Addiction, Substance Abuse Prevention and Development, and Substance Abuse Prevention Theory and Praxis

Class Level: 400

Credits: 3

Course Description:

Development of the skills necessary to be a successful substance abuse prevention professional.

Philosophy:

Applied Substance Abuse Prevention Practice is an opportunity for students to learn the skills necessary to be a successful substance abuse prevention professional. An effective substance abuse prevention professional requires skills in facilitation, communication, creation of systems change, organizational development, classroom management, and participant and volunteer recruitment. The intent of this course is to provide the students with these skills.

Objectives:

Upon completion of this course students will be able to:

- Demonstrate the following skills: facilitation, communication, creation of systems change, organizational development, classroom management, and participant and volunteer recruitment.
- Understand the necessity to use the above skills in substance abuse prevention work, as well as the appropriate time to use the skills.

Textbooks:

Holman, P., & Devane, T. (Eds.). (1999). The Change Handbook: Group Methods for Changing the Future. San Francisco: Barrett-Koehler.

Morrison, E. K. (1988). Working with Volunteers: Skills for Leadership. Tuscan, AZ: Fisher Books.

Johnson, D.W., & Johnson, F.P. (1997). Join Together: Group Theory and Group Skills. Needham Heights, MA: Allyn & Bacon.

Course Outline:

1. Overview of course, requirements, grading, attendance, and assignments
Systems change: What is it?

2. Continued discussion of systems change: How to create systems change
Discuss research-based methods for change
3. Organizational development: Definitions and models
4. Continued discussion of organizational development: How to use organizational development in prevention organizations
5. Addressing barriers and resistance to substance abuse prevention
6. Group facilitation skills
Role-plays on facilitating
7. **Midterm**
8. Classroom management skills
Role-plays on classroom management skills
9. Volunteer recruitment and retention
Activity: Developing volunteer recruitment and retention plan for a substance abuse prevention program
10. Participant recruitment and retention
Activity: Developing a participant recruitment and retention plan for a substance abuse prevention program
11. Media advocacy issues
Advocacy versus lobbying issues
Activity: Identifying opportunities in the community to conduct media advocacy activities
12. Fundraising
Grant writing
13. Panel presentation of substance abuse prevention organizations: Applying the topics in this course to substance abuse prevention organizations and programs.
14. Class Presentations on Papers
15. Course Summary/Final Exam Review
16. **Final Exam**

Course Requirements:

Class attendance and participation: All students are expected to attend and participate in every scheduled class.

Midterm: This exam is composed of short essay questions, multiple choice questions, and true/false questions covering the material in lectures 1-5. The midterm is worth 100 points.

Assignments:

1. Visit a classroom at a local elementary school. Discuss which classroom management skills were used and how effective they were.
2. Create a volunteer recruitment plan for a substance abuse prevention program.
3. Create a participant recruitment plan for a substance abuse prevention program.
4. Analyze the current topics being covered in the community. Discuss the media advocacy opportunities that exist.

Assignments are worth 25 points each, for a total of 100 points.

Paper and Presentation: Students are to write a paper on how system change theories can be used to accomplish substance abuse prevention. In this paper, they will describe what actions need to be taken and how they could be accomplished in order to effect a system change in a community. They will then present their paper to the class. The paper and presentation are worth 100 points.

Final: This exam is composed of short essay questions, multiple choice, and true/false questions covering material in lectures 7-13. The final exam is worth 100 points.

Grading:

Students can earn up to 400 points. Grades will be based upon the following percentages/points:

100% to 90% = A 400 to 380 points
A- 379 to 360 points

89% to 80% = B+ 359 to 347 points
B 346 to 334 points
B- 333 to 320 points

79% to 70% = C+ 319 to 307 points
C 306 to 294 points
C- 293 to 280 points

69% to 60% = D+ 279 to 267 points
D 266 to 254 points
D- 253 to 240 points

Substance Abuse Prevention Internship

Prerequisites: Substance Abuse and Addiction, Substance Abuse Prevention and Development, Substance Abuse Prevention Theory and Praxis

Class Level: 400

Credits: 3

Course Description:

Application of substance abuse prevention knowledge and theory in practical settings.

Philosophy:

The internship is an opportunity for students to integrate the theory and knowledge from previous classes with the experience of working directly in a substance abuse prevention program. It is an opportunity to see substance abuse prevention programming in action, to work directly with clients, and, in some cases, to design prevention activities. Students can expect to develop and improve prevention competencies, to gain insight, and to grow personally and professionally under close supervision.

Objectives:

Upon completion of this course, students will be able to:

- Describe how substance abuse prevention theory and knowledge is applied in substance abuse prevention programs.
- Understand the challenges inherent in applying substance abuse prevention theory outside the classroom.

Internship Expectations:

The goal for the internship experience is to promote development of the intern for potential work within the substance abuse prevention field. These guidelines are broad, general, and flexible enough to encourage freedom of development.

1. Students must be fingerprinted and accepted by the substance abuse prevention program prior to beginning direct service work at the agency.
2. Students are responsible for knowing and following regulations regarding work within the substance abuse prevention program.
3. Students are expected to maintain professional attire and demeanor.

4. As representatives of the college/university community, students are expected to be responsible in attendance and service to their program sites.
5. Students are expected to work ethically and respectfully with others.
6. Students are expected to follow the specific requirements established by the college/university and the substance abuse prevention program supervisors.
7. Students are expected to work cooperatively with their substance abuse prevention program supervisors and with fellow students in the internship.
8. Should any problems arise in the internship setting, students are to inform the substance abuse prevention program supervisor and the college/university supervisor. While the substance abuse prevention program supervisor assumes the day-to-day monitoring of direct service performance and ethical concerns, this is a cooperative project.

Course Requirements:

As a collaborative service internship, specific duties are unique to each site and the skills of the intern. The duties will fall within the following categories and time commitments.

1. Direct Service: A minimum of seven hours per week of direct project work is required. Students will be assigned a particular substance abuse prevention program person who will supervise. Initially, these hours may be spent in specific training for future direct service work. 105 Hours Minimum.
2. Supervision/Consultation: Approximately 1 hour per week will be spent with project staff discussing project goals, specific clients, needs, etc. 15 Hours Minimum.
3. Class Participation: No unexcused absences are acceptable for this 1.5 hour class. New substance abuse prevention information will be covered during this time. This will also be an opportunity to discuss students' direct service experiences. Interactive strategies and concerns will also be discussed.
4. Final Paper: A 3-7 page paper integrating students' direct service experience will be written. The paper will provide students an opportunity to integrate theory, application, and its specific relevance to one's future personal/professional lives.

Grading:

The faculty supervisor assigns the final grade based on a variety of factors. Grades will be based on:

1. The quality of one's involvement with the substance abuse prevention program (including responsible attendance and service, preparation for the program).
2. One's professional cooperation with supervisors, colleagues, and other students.
3. Preparedness and involvement in class activities.

Cultural Diversity in Substance Abuse Prevention

A syllabus is not included in this packet for a cultural diversity class because of the great prevalence of cultural diversity courses already in existence in higher education. CSAP's Western CAPT strongly recommends that you identify an appropriate cultural diversity course and include it as a requirement for your substance abuse prevention program or prevention minor. The course should address all forms of cultural diversity, not just ethnic cultural diversity.